

Name: 

Course: _____ Date: _____

Planning Grade: Exceeds Standard Meets Standard Does Not Meet Standard (NASPE 1.1, 1.2, 6.1, 6.4, 6.5)Action Grade: Exceeds Standard Meets Standard Does Not Meet Standard (NASPE 8.1, 8.3)Professionally attired: Yes NoNeat Appearance: Yes NoConsistently Performs Skills Accurately: Satisfactory Unsatisfactory NA (NASPE 1.2)

DEMONSTRATION/EXPLANATION OF BASIC SKILL AND TRANSITION TO SKILL PRACTICE WITH FEEDBACK

When you present your demonstration/explanation, you will be given feedback on your performance of the following behaviors that should help you to be more effective. Think about these as you plan. Use the back of this page for your planning.

Teaching Behavior

Comments

COMMUNICATION

(NASPE 5.1, 5.3)

- ☒ Uses stop signal to get students' attention *Nice greeting 😊*
- ☒ Speaks to students only when they are quiet & listening
- ☒ Communicates in ways that demonstrate sensitivity to all students
- ☒ Projects voice
- ☒ Uses clear and concise language
- NA* ☐ Communicates managerial and instructional information in a variety of ways where appropriate
- ☒ Is a catalyst for student motivation

CLASS MANAGEMENT

(NASPE 4.1, 4.2)

- ☒ Necessary equipment ready and easily accessible
- ☒ Positions students so all can see and hear
- ☒ Avoids excessive teacher talk
- ☒ Class organization is efficient for maximizing activity time
- ☒ Provides for student safety

PROVIDES BRIEF AND CLEAR DEMONSTRATION/EXPLANATION (NASPE 1.1, 1.2, 6.4, 6.5, 6.8, 6.9)

- ☒ Introduces the skill and purpose
- ☒ Provides accurate visual representation of skill at normal pace
- ☒ Breaks skill down into key points to emphasize
- ☒ Provides accurate slow-paced visual representation for each key point
- ☒ Repeats demonstration at normal pace
- ☒ Reviews 3-4 key points

Bird arms
as you go
down

TRANSITION TO SKILL PRACTICE (NASPE 4.1, 4.2, 6.4, 6.5)

- ☒ Designs appropriate progressions if necessary
- ☒ Positions students in practice formation prior to practice instructions
- ☒ Clearly shows students how they are expected to practice
- ☒ Moves class into skill practice quickly
- ☒ Assures that students are on-task and practicing correctly

PROVIDES APPROPRIATE FEEDBACK (NASPE 5.1, 7.2)

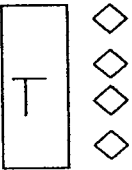
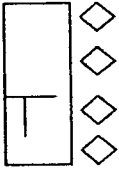
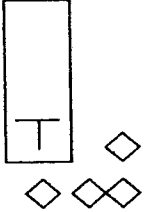
- ☒ Circulates & gives specific feedback
- ☒ Stays w/ student after giving feedback

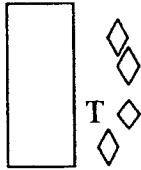
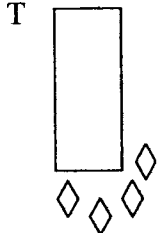
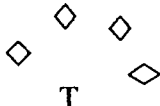
Good + & corrective
FB

Objectives: (NASPE 6.1)

1. During the closing activity, students will be able to apply the **Swedish Fall** using the following instructional cues: **Arabesque, one legged fall, down push up position, push up/leg down, hand pivot, pike position.**
2. During the closing discussion students will be able to describe the instructional cues of the **Swedish Fall** as: **Arabesque, one legged fall, down push up position, push up/leg down, hand pivot, pike position.**

Use the space below to plan for your demonstration/explanation, practice activity, closing activity, and closing discussion, for each activity, describe what you will do, how you will organize the class, what points you will emphasize, the problems you anticipate and the feedback your will give. (NASPE 1.1, 1.2, 6.4, 6.5)

Lesson Description	Class Organization	Points to Emphasize	Anticipated Problems	Corrective Feedback
1. Introduce Skill/ Purpose of the Swedish Fall		Today we are <i>learning</i> <u>reviewing</u> the Swedish Fall. The Swedish fall is used on the floor exercises to move into a transition closer to the ground.	Children Talking	"Listen carefully"
2. Teacher demo of the Swedish Fall Normal Pace Slow Pace with key points Normal Pace		-Arabesque -one legged fall -down push up position -push up/leg down -hand pivot -pike position.	Students not looking at the demonstration	"Everyone's eyes forward please"
3. Review Key points	same	-Arabesque -Fall -Down -Up -Pike	None	None
4. Progression Arabesque Push up from down position (both feet on ground) into the turn and pike		-Back straight, leg out -Get into push up position starting down -Perform a push up and when up pivot hand and body and make a pike position.	-Back is not straight -Arms are too close -When pivot does not bring arm up. -Pike is not straight and held	-"Make sure back is straight leg is out." -"Make sure you have a wide enough base." -"Remember to raise the arm up." -"Try to make your pike straight"

Arabesque into a fall down Demo and Explain of Progression		-Perform the arabesque -Slowly fall -Bend your elbows so your body is in the downward position of a push up.	-same as above -Does not cushion weight by bending elbows	-same as above -"Make sure you bend your elbows."
5. Practice Teacher Demo and Explain Practice. One at a time when it is not your turn watch and listen		-Stay in arabesque -Fall with leg up -Go down head to side -Push up/leg down -Hand pivot/hand flare -Pike and hold	Students Talking	"Please no talking"
6. Students practice Swedish Fall One at a time each student tries multiple times		-Arabesque -Fall -Down -Up -Hand pivot -Pike	Back not straight Does not fall with the leg still up Same Foot does not come down Does not bring hand over head while the body twists.	"Keep your back straight." "Make sure you keep your leg up." Same "Make sure your foot is coming down when you are coming up." "Remember to shift your weight in the opposite direction."
7. Closing Discussion What is the purpose for the Swedish Fall? What are its cues?			Children Talking	"Attention forward."

Name




Instructions: Reflect on your recent microteaching experience and provide a brief response to each teaching behavior category listed below:

Describe what you did well to	communicate effectively with students	manage class	provide a brief and clear demonstration/ explanation	provide a smooth transition to skill practice	provide appropriate feedback
	I used appropriate terms. I believe I was loud & clear. I made sure when we went over cues I was very clear on what they were. I also was repetitive so they would remember. (Everyone understood)	I asked all the students to stand on the side so they all could see and hear. I thought we moved quickly and efficiently and used our time well. For our progression I wanted it to be quicker so I did two on a mat.	I provided a purpose for the Swedish fall and patting of demonstrations. (I thought my demonstrations were well seeing as I could not perform it at the beginning. Also my 6 cues were easy to remember)	Our progressions were done quickly each person practiced once and then for the skill we needed more room so we went to the front door so one at a time could do everything seemed to flow together.	I paid close attention to each student and broke them down and said what they could work on like having their head + the side on down and what they did well. I was giving feedback. I gave more of a variety of positive specific comments. They were happy with the comment I said before and so it worked on that
If you were to teach this same lesson again, what would you do differently when...	I could always try to make more eye contact when performing the skill.	At first before the observed teaching I had 4 people help I decided to use 2 on the mat. Everyone participated.	When I demonstrate I want to make sure I perform using step carefully. I fall.	None perceived	

On the back of this sheet discuss the following:

1. Describe at least one other way you could have done the demonstration/explanation.
2. Describe at least two other activities which you could have chosen to practice this skill.
3. Describe the primary goals for your next teaching experience.



1. When breaking in up into 6 cues explain that once you fall you give in so you don't hurt yourself.

2. For different progressions we could have just worked on falling and then push ups. But I liked how I went about the explanation! Progressions.

3. Make sure I perform the skill correctly because students are going to follow what I do.